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AUTHOR Cherry, Florence
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ABSTRACT

Specially designed for teenagers, this experience-based training program of five units provides information about working with young children and is the learner's counterpart of a separate set of materials designed for leaders working with the teens. Units of instruction concern working in a team, observing the world of the child, facilitating the development of preschool children, disciplining young children, and planning activities for young children. Units are formatted so that learners can use them to develop their skills by answering questions, assessing the safety of a center, making a record of observations of children, planning activities, analyzing teaching behavior, and keeping a personal journal. Each of the five units of instruction includes an activity based on an instructional film. (RH)

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# Caring for Young Children

## Teen Notebook

by
Florence Cherry

Department of Human Development
and Family Studies

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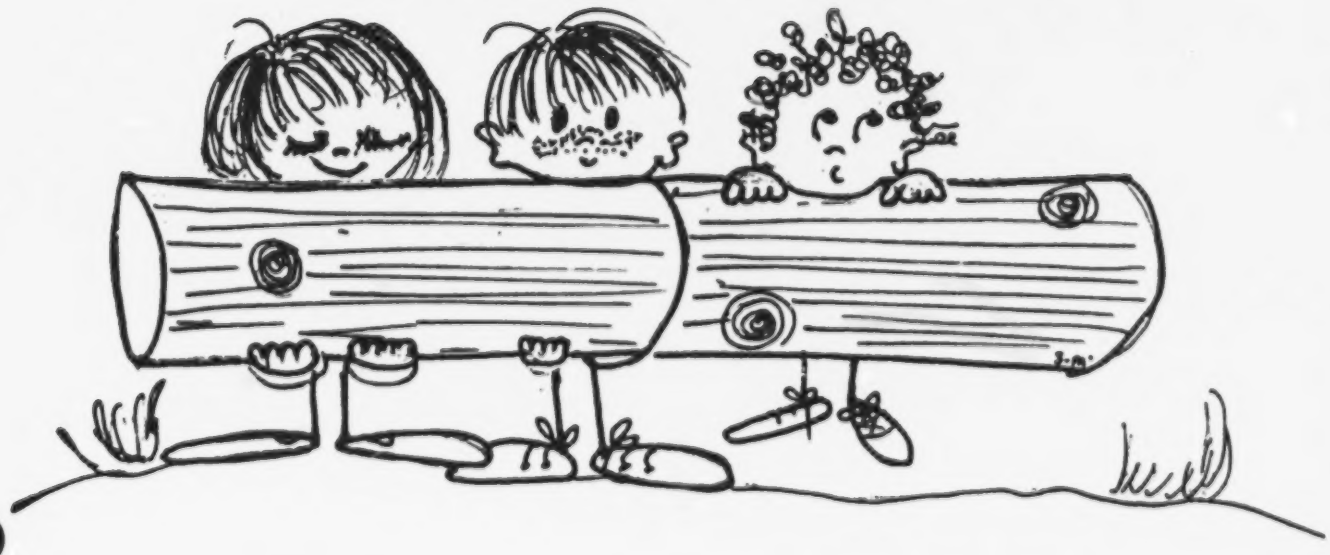
CARING FOR YOUNG CHILDREN

TEEN NOTEBOOK

Unit I

Team Building



## Working As a Team

### Introduction

CARING FOR YOUNG CHILDREN is a training program that has been specially designed for teenagers. The purpose of the training program is to give you information about and experience in working with young children so that you can perhaps get summer employment in a day camp or child care facility. Some of you might want to use your skills or volunteer your services in a local day care center or Head Start center. Others will be working with members of a club group on the development of volunteer child care services for your community. And others will use the information and skills that they gain to become better at babysitting. Whatever way you get to use the materials, it is hoped that the information you gain from this training will make working with young children both a happy and rewarding experience for both you and the young children.

At one time or another, you have had the opportunity to care for a younger brother or sister or for a neighbor's child. In addition, you have memories of your own years of growing up that you recall or that have been shared with you by parents or relatives. Your own memories, and watching young children in your home, school, or neighborhood have given you a lot of information about little children. Through a series of meetings, we hope to add to the information that you already have about children and give you some additional techniques that you can use to work with children in better ways. With the knowledge you already have and what you learn in the sessions from the leader and other teens in your group, you should become a more effective volunteer caregiver.

In your work with young children in child care facilities, you will be performing a service directly for the centers that you will be working in, and indirectly for the families of the children you will be working with. Your work is also important to the little children. As little children grow and develop, there are lots of things for them to learn about themselves and the world they live in. These things are taught to them by parents, teachers, and other people who come in contact with them. We call these people caregivers. As a caregiver to little children, you will very often be in a position

a child to learn something new about himself/herself and his/her world. This means you will be performing many roles. Sometimes you will be a teacher, a helper or just a friend. Whichever role you find yourself in it is important to remember that you are a model for the children. Children learn something from all the people they come in contact with. Be sure they learn only good things from you.

## Health and Safety

More children die from accidents than from physical illnesses. As caregivers of children, it will be your responsibility to keep them and their environment as safe and free from accidents as possible. As you do the activities in the various units, you will be reminded of the need to watch out for the safety of children. Because children are growing and developing and need the opportunity to explore, there will be times when they fall and hurt themselves. What you should always try to do is to think ahead and check out the indoor and outdoor places where you and children will be working and playing to be sure there are no dangerous places, hazardous materials, or poor weather conditions that might cause an accident. On pages 6 - 7 there is a checklist that you can use to help you prevent accidents.

Accidents usually occur when children are tired, when dangerous things (scissors, sharp tools) are within reach of children, when children are very active, when there is no safe place to play, when adults or caregivers lack the understanding of what can be expected of a child at a particular stage of development, and when children are in the care of someone who is unfamiliar with their routines. As a caregiver, you will need to increase your awareness of things that may be happening that distract you, things that may be happening to the child, and things that may be a part of the environment.

While in the work site you should be familiar with emergency procedures. For example, what are the rules for fire drills and accidents, where is the fire extinguisher and the first-aid kit? Child care centers have procedures for reporting accidents and emergency phone numbers. Be sure you report all accidents, even a simple fall, and know where the list of emergency phone numbers is located.

Check to be sure indoor and outdoor play spaces are safe from hazards. For example, check windows indoors. They should have screens to prevent children from falling out. Children should never be left alone in any space -- indoors or outdoors. When doing activities like cooking or woodworking be sure that children are given rules of safety

safety about equipment to be used, knives, saws, pointed tools, the stove. All cleaning materials must be stored out of reach of children.

Outdoor play areas need to be checked for glass, cans, holes, and the safety of the equipment. All areas of play space should be well supervised and a first aid kit should be available outside.

You will find the following information helpful in your work with children.

| Age | Characteristics | Accident Hazard | Prevention |
|---|---|---|---|
| 2 to 3 years | Fascinated by fire. Moves about constantly. Tries to do things alone. Imitates others. Runs and is lightning fast. Does not like to be held back. | Traffic | Keep away from street |
| | | Water | Must be supervised even when using shallow wading pools. |
| | | Toys | Toys should be large and sturdy, no sharp edges or movable parts. |
| | | Burns | Matches and cigarette lighters out of reach. Teach children the danger of the open flame, never leave alone in the house. |
| | | Playmates | Accidents more frequen when playmates are older. They can be easily hurt by bats, hard balls, bikes, and rough play. |
| | | Electrical Shock | Be watchful of children around electrical cords and outlets. |
| 3 to 6 years | Explores the neighborhood climbs, rides tricycle. Likes and plays rough games. | Tools and equipment | Store in safe place out of reach and locked. |
| | | Falls and injuries | Check play area for attractive hazards such as deep holes, trash heaps, constructio and rickety buildings. |

| Age | Characteristics | Accident Hazard | Prevention |
|---|---|---|---|
| 3 to 6 year (continued) | Drowning | Teach the danger | of water and start swimming instructions. |
| | | Traffic | Teach rules and danger of traffic, instant obedience in traffic. |
| | | Electrical Shock | Be watchful of children around electrical cords and outlets. |
| | | Accident | |
| 6 to 12 years | Away from home many hours a week. Participates in active sports. Is part of a group and will "try anything once." In traffic, on foot and bicycle. Teaching must gradually replace super-supervision | Traffic | Teach bicycle safety rules. |
| | | Sports | Provide instruction, safe space, equipment, supervision of any competition |
| | | Drowning | Teach swimming and boating safety. |

Work Site Safety Checklist

Indoors

___ 1. Floors are smooth, clean, and have a nonskid surface.

___ 2. Medicines, cleaning agents, and tools are inaccessible to children.

___ 3. First-aid kit is present and adequately supplied. No medicines are unlocked.

___ 4. Children are never unattended.

___ 5. Lighting and electricity: brightness is okay, outlets are covered, no dangling or covered extension cords.

___ 6. Handwashing facilities: hot water temperature should not exceed 110° F (43° c), facility is easily accessible, soap and towels are adequate.

___ 7. Trash storage is covered. Sanitation adequate, especially in food service areas, near cots or mats, and dust traps.

___ 8. Exits are clearly marked and unobstructed. Easy access to emergency phone. Emergency contact information is current.

___ 9. No smoking in child care area.

___ 10. Toys and furnishings are in repair and free of pinch or crush points.

___ 11. Windows securely screened and opening limited to six inches.

___ 12. Fire extinguisher is charged. Staff knows how to use.

___ 13. Toilets and sinks are age-appropriate size or adapted. Step stools are provided where appropriate.

Outdoors

___ 1. Free of litter and sharp objects (broken bottles), holes.

___ 2. Play equipment is smooth, well anchored and free of rust, splinters or sharp corners. No exposed, uncapped screws or bolts.

___ 3. Slides have horizontal steps and good tread. Rim on slide to prevent falls.

___ 4. Fences on natural barriers prohibit access to hazardous areas and keep animals out.

___ 5. Playground surface is smooth (grass, bark chips or rubber mats).

___ 6. Street traffic controlled.

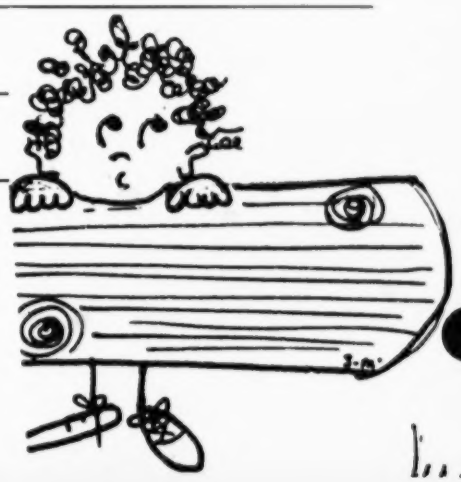
Activity II

Team Building

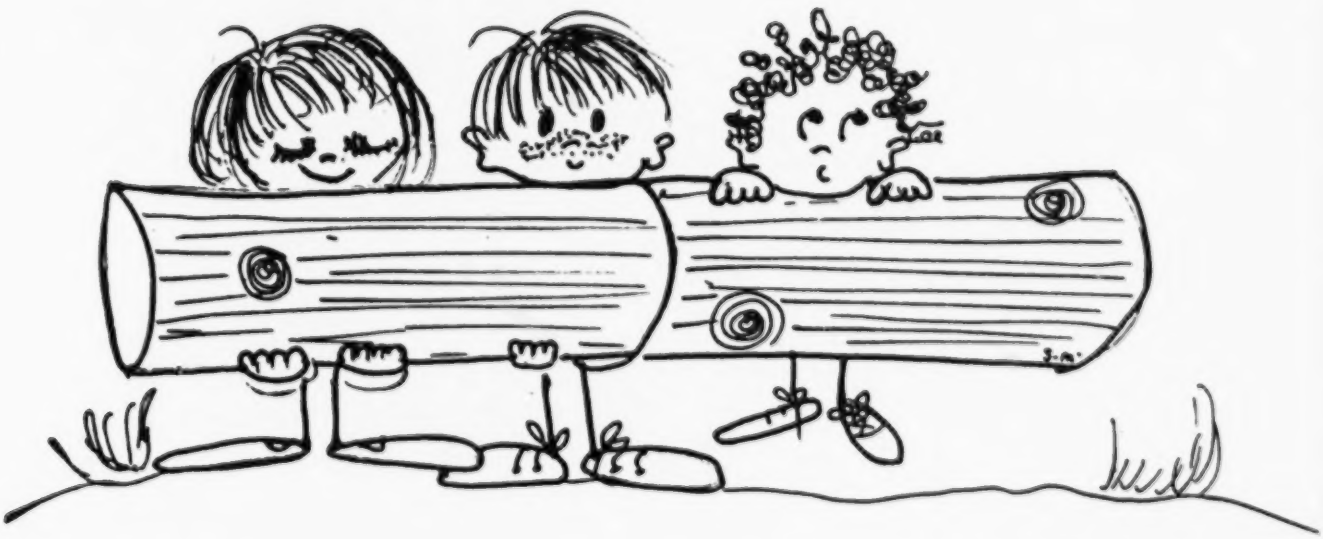
Whenever a large number of people get together to work on a project it is always easier if they cooperate with one another. At this session you will play a game that will help you to work with others in a better way. Listen to the leader's directions and follow them carefully. After your group has completed the game, write the answers to the following questions in the space provided:

1. How did you feel when someone had a piece you needed and did not give it to you?

2. How did you feel if you finished quickly, and realized that you would have to break up your square and give a piece away?



3. How did you feel if you were slow to work out your puzzle?



## Activity III

Film Viewing: "Teacher, Lester Bit Me"

There are many ways of learning about children and improving the ways in which we care for them. One way would be to read a book about child care and try some of the ways talked about in the book. Another way is by watching someone else care for a child and observe what they do. In viewing the film "Teacher, Lester Bit Me," we are going to see what happens to a preschool teacher during a day of caring for children. As you watch the film imagine yourself in this preschool and think about how you would work with these children. After you have viewed the film, write your answer to the following questions in the space provided. Your leader will ask you to discuss your answers with the other teens in your group.

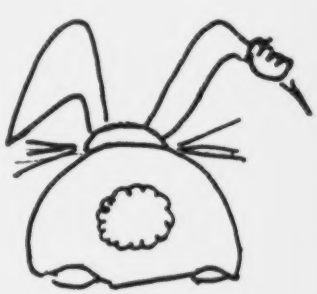
1. List the activities that you see children doing at the preschool.

2. What kinds of equipment do you see displayed for use by the teacher?

3. List some of the things you see children doing with the teacher?

4. List some of the behaviors you see the children displaying.

5. What kinds of problems does the teacher in the film have to deal with?



6. List any safety problems that you see in the classroom.

Activity IV

Planning for Young Children

One of the things that we do for children as we care for them is to give them many opportunities to learn new things. Children learn in many ways. They learn when we tell them a story, sing, draw, and play games. At this session you will get the chance to think, talk about and actually plan an activity that you and a teammate can do with children at the work site. Before you plan your activity, you, your group and your leader will list some activities that can be done with the children at your work site. As you make your list, consider if this is a safe activity for children. After you have talked about and listed the kinds of things you can do with young children, work with your team mate to plan an activity. Use the Activity Sheet on this page. You and your partner may want to discuss or try out your activity with the others in your group to see how it works. If you decide to use the activity at the work site, be sure to get permission from the staff before you begin working with children.

Activity Planning Sheet

DATE _____

THE ACTIVITY: (Decide what you plan to do)

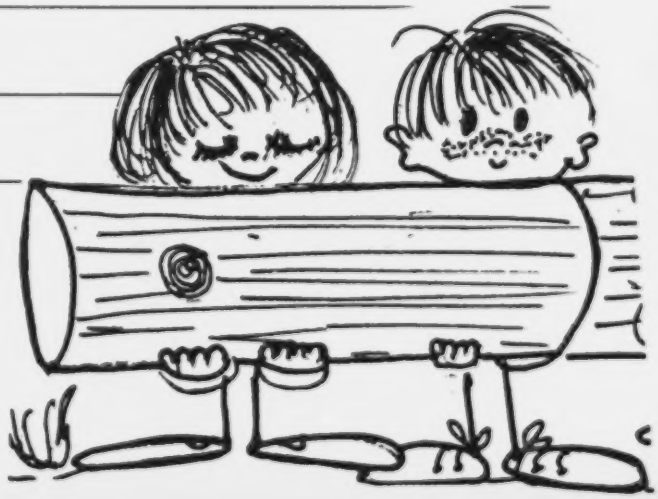
_____

_____

_____

_____

_____



MATERIALS NEEDED: (What equipment will you need for yourself or the children--books, paints, etc. What safety precautions will you have to take)

CHILDREN: (How many children will you work with? What ages will they be?)

## Journals

A good way for you to keep a record of all of the things that you will be learning during this project is to keep a journal. In this journal you should answer the questions asked about each session. You should also make any notes you wish about other things you have learned, or things you would like to try while working at the work site.

### Unit I

### Journal Entry

1. During the session on team building, I learned that by working together as a team it is possible to:

_____

_____

_____

_____

_____

2. List some of the activities you can do with children at the work site.

_____

_____

_____

_____

_____

3. What are some of the things you would like to try with the children at the work site?

4. My work site location is

5. Other thoughts and ideas.

Activity Planning Sheet

DATE _____

THE ACTIVITY: (Decide what you plan to do.)

_____

_____

_____

_____

_____

MATERIALS NEEDED: (What equipment will you need for yourself or the children: books, paints, etc.? What safety precautions will you have to take?)

_____

_____

_____

_____

_____

CHILDREN: (How many children will you work with? What ages will they be?)

_____

_____

_____

_____

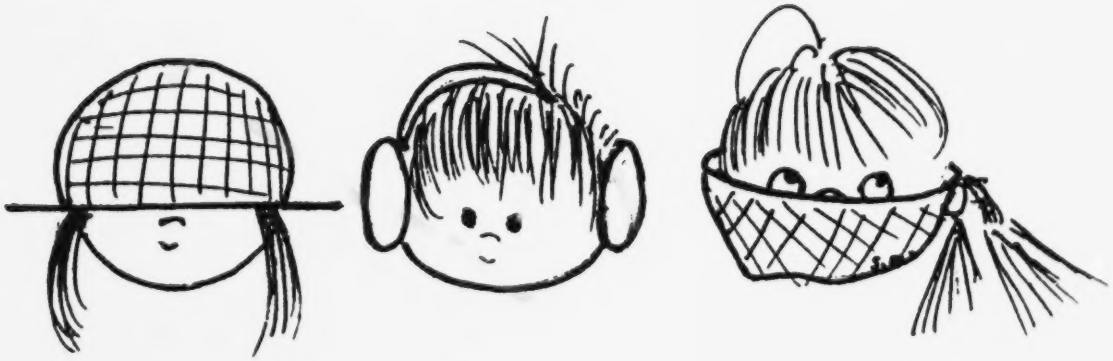
_____

CARING FOR YOUNG CHILDREN

TEEN NOTEBOOK

Unit II

Observing the World of the Child



Unit II

Observing the World of the Child

Observation:

Why Observe?

One of the best ways to learn about young children is to observe their behavior. By observing a child playing alone or with other children, interacting with adults, or in conversation we are able to see him grow and develop and get a good idea of the kinds of additional experiences he or she needs to help further positive growth and development. By developing your ability to see and interpret children's behavior, you will begin to develop your own sense of judgment, and your confidence in caring for young children will improve. Being a good observer will make you more sensitive to the needs and abilities of each child you work with. This will enable you to be more helpful and supportive to each of the children. The best way to observe children is to learn to be a detached observer.

As a detached observer, you will be able to understand your own feelings and reactions to children and to know better what you can expect from children. You will develop a sense of whether they can really do what you expect them to do. As a detached observer you will be able to stand back and watch the children play with materials, and interact with other children and caregivers. As a detached observer, you will improve your caregiving skills by watching other caregivers handle situations, particularly ones that you may find difficult. Observation will make it possible for you to collect concrete, first-hand information about children's behavior and to look for evidence of how the ideas and information you are learning in the sessions really apply to the children you work with.

When to observe

-When you want information about a physical setting such as a playground or a child's home.

-When there is a problem or question about a child and you want more information about the child's behavior and needs.

-When you are preparing to do something new with a child and you want to decide if the activity fits with his or her abilities and interests.

-When you want to learn something about a child's ability or perceptions.

-When you want to check other people's impressions of a particular child; (someone tells you something about a child and you want to be sure that what they are saying is accurate).

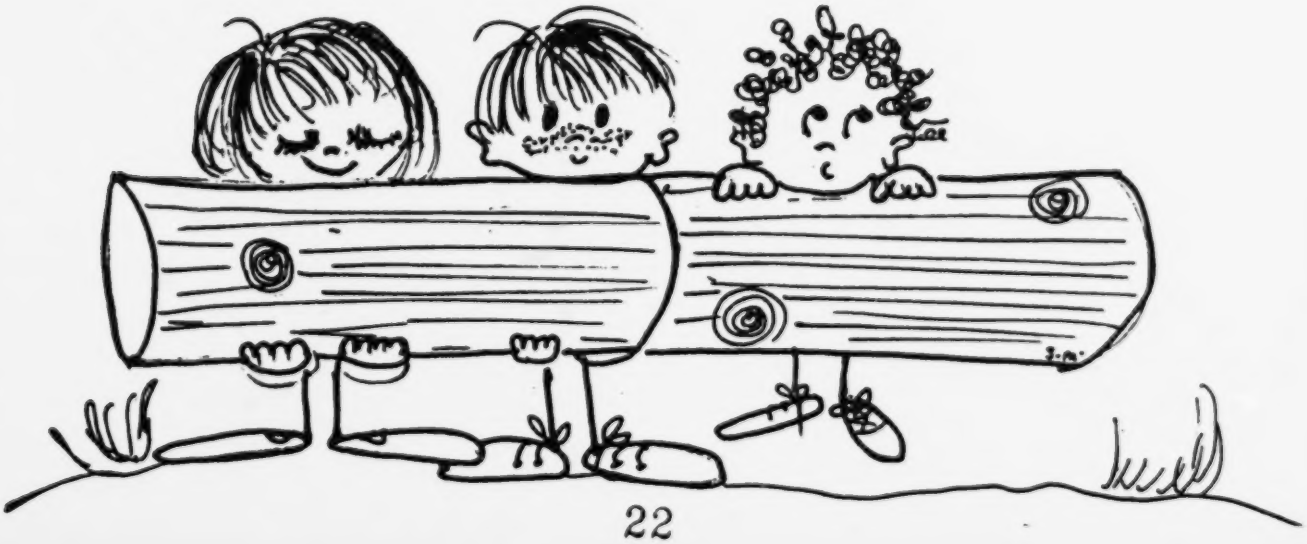
To guide you in becoming a good observer, there are observation forms included in this section. You should use them whenever you decide to observe a child. Some thing to watch for when you observe is, confusing what you see from what you think you see -- facts vs. opinion. To help you keep facts, inferences, value judgments, and feelings separated, try to remember the following:

Facts are things the observer can actually see or hear-John has on a red hat.

Inferences are the observer's ideas about how children feel, or why they act the way they do-John loves his hat.

Value judgments are the observer's opinion about the "good" and "bad" of what he sees, or what he thinks "should" have happened-John should wear his hat all the time.

Feelings are the emotions that the observer experiences as he observes-I hate it when John puts on that dumb hat.



Activity I

As a way of helping you to begin to focus on observing little children and the world in which they grow and develop, it is helpful for you to begin with the space that they play, grow and develop in. In the following exercise you will be asked to design a space for young children to work and play in. Your space may be indoors or out of doors. You should decide with your teammate the ages of the children who will use the space, how many children and what equipment or furniture you would like to use in the space.

If your session is taking place in a child care center, you should feel free to change the room around in any way you and your teammate wish to make it more appropriate for the activities you want to take place in the space you are designing. Before actually drawing the layout fill out and use the form below as a guide.

1. Age of children who will use space. _____
2. Number of children who will use the space. _____
3. Indicate if space is indoors or out of doors. _____

4a. Indoor furniture and equipment. _____

_____

_____

_____

_____

4b. Outdoor furniture and equipment. _____

_____

_____

_____

_____

5. Have safety precautions been developed to help prevent accidents. Are toys, furniture and outdoor equipment appropriate for age of child/children you plan to work with?

_____

_____

_____

_____

Floor Plans for Children's Play and Work Space

In the space provided below you should draw your floor plan. Be sure to indicate in the plan where you will place equipment and items of furniture.

Activity II

Learning to observe young children is very important if we are to work effectively with young children. As you learn the skill of observation you will find it helpful to make notes on what you see. Writing down facts is very important to an observation. Inferences, value judgments, and feelings are also a useful and interesting part of the observer's notes. By writing down the facts and your reactions to what you see you are able to get your feelings out in the open and think about the meaning of what you see. Below you will find some observation notes. Read them and in the margin indicate whether what is being said is fact, inference, value judgment or feeling. If you need help, look at the explanations of these terms on page 20 of your teen notebook. Underline the facts, circle the inferences, and put a wavy line under value judgments and a star next to *feelings.

Facts and Reactions

Two little boys are playing with the big blocks. Danny and Seth are 4 years old. The boys have decided to build a fort. Cindy who is 4½ comes over to where the boys are playing and asks if she can play too. Seth tells her, "NO!" in a very loud voice. Little children are so noisy. Cindy begins to cry because Seth yelled at her. Seth makes me sick the way he is always yelling at the other kids.

Cindy tells the teacher that the boys won't let her play. She is the biggest tattle tale in the whole group. Cindy asks the teacher to make the boys give her some of the big blocks. The teacher asks Danny and Seth if they would like to share the blocks with Cindy. Danny says that they need all the blocks for the fort. They will not give them to her because she is a girl. The teacher

explains to Cindy that the boys want to play alone and that they need all the big blocks and wouldn't she like to play with the little blocks. I don't see why the teacher should make Cindy play with the little blocks. These kids should be made to share the toys. The teacher and Cindy start to play with the little blocks. When Seth and Danny see the teacher playing with Cindy they ask if they can play too. Cindy says, "No they cannot play with her and the teacher." Good for Cindy. That will teach those bad boys a lesson.

Activity III: Film viewing: "Rachel At Home"

To get additional practice in observing children you will watch the film "Rachel At Home." This film shows Rachel, who is four-years-old, helping her mother to fix breakfast and playing with her baby sister and her father. In this activity you will take the role of the detached observer. Remember that the detached observer does not take any part in the activity, but concentrates fully on what they see the child or children doing, or how they are interacting with materials, equipment, or other people (adults or other children). Use the observation form below as your guide.

Observation Form

1. Record what you see the child saying and doing.

2. Interpret what you see and hear. Back up what you say with facts you have seen. What do you think the child was trying to do? List as many possibilities as you can.

I saw or heard

Facts that prove this

I saw or heard

Facts that prove this

3. What do you think Rachel was feeling? List as many possibilities as you can.

Feelings

Possible reason for feelings

Feelings

Possible reason for feeling

Activity IV

To get more practice observing in this activity you will have the chance to observe a teammate "playing" with or using children's toys or equipment. You will be doing detached observation. Check your notes or page 19 if you have forgotten what detached observation is. Remember to make notes first on what you actually see (facts). Then when the observation is over, add any additional reactions that occur to you when you have had a chance to think about what you have seen.

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you actually saw or heard.

_____

_____

_____

_____

_____

_____

Additional reactions after observing:

Unit II

Journal Entry

1. Why is it important to be a good observer of children? _____

_____

_____

_____

_____

2. How did you feel while you were playing with the child's toys. _____

_____

_____

_____

_____

3. On the observation sheets attached begin to observe a child/children at your work site. You will need the observations at the last session. They will be used as part of the discussion.

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you saw or heard. (How do they play? What do they play with? Who do they play with? What do they talk about?)

_____

_____

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_____

Additional reactions after observing:

_____

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_____

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you saw or heard. (How do they play? What do they play with? Who do they play with? What do they talk about?)

_____

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Additional reactions after observing:

_____

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_____

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you saw or heard. (How do they play. What do they play with. Who do they play with. What do they talk about.)

_____

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Additional reactions after observing:

_____

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_____

CARING FOR YOUNG CHILDREN

TEEN NOTEBOOK

Unit III

What is A Child

Unit III

What Is a Child? (Overview)

In this unit we will try to learn what makes little children tick. We will try to understand how they grow and develop, what kinds of things they need to learn to do, and the ways in which you, as a caregiver, can help them to learn these things.

A child is a developing personality. As children grow tall, they begin to master language, the various parts of their bodies: trunks, arms, legs, and even fingers. As their muscles grow strong, they are able to learn to run, jump, skip, hop, clap, and tie their shoes. The things they can do or say depend upon their age, muscle development, and intellectual development. At different ages they learn to do different things.

During infancy the child develops a sense of trust, and while he is a toddler - the stage at which he begins to walk and talk -- we support his realizing and acting as a separate person. Caregivers that work with children at this stage of development need to help them gain a clear picture of themselves as increasingly autonomous people. To give children this clear picture we offer them opportunities to experiment with their new-found power. We tell them their names, they see what they look like in the mirror, and they have as many opportunities as possible to do things for themselves. They feed themselves, dress themselves, and begin to resist adult direction.

Preschool children, children between three and six years of age, want to be independent and may want privacy. A growing imagination makes it possible for them to play pretend games as they grow older. These dramatic games become more orderly. During the pre-school years as they mature, children begin to be able to play in groups. They are able to cooperate in their play with others.

Preschoolers like to help out and can learn to set the table and learn to do other jobs around the house. They may still need however, to take a nap even though they may not like it, and by the time they are five, most children are completely toilet trained.

In this session we will do some activities that will help you to pull this information together so that you can come up with a good idea of what little children are all about,

what you can expect from them at certain ages, and how you can put this information together so that you can become a better caregiver.

On the following pages you will find additional information on how children develop by age. You may not be working with children in all of the age groups mentioned. Therefore, when you use the information for planning, use the information that pertains to children in your specific age group.

THREE AND FOUR YEAR OLDS.

Games - Increasing imagination in games-can pretend to feed the dolly without using anything as bottle, food, etc.

Acts out own ideas about roles and relationships-goes beyond what has been seen, e.g., doctor examining and advising patient in a way the child has never actually seen.

May make up imaginary characters such as monsters or animals.

May act out events which have happened in the past, acting out different roles for each of the people involved.

Plays side by side in groups; each plays own role without relating to others in their roles.

May bring another child into dramatic game, but treats the other child more like a doll than a person.

Beginnings of cooperation.

In games (checkers, marbles), tries to follow rules he or she has seen older children use, but changes them from time to time according to own fantasies.

Can learn and enjoy singing or chanting games.

Relating to other children

Has preferred friends of similar age, no sex preference. Friends change frequently.

Seeks attention and praise from other children.

Begins to compete with others.

Plays in groups, doing similar activity but not cooperating or communicating with others.

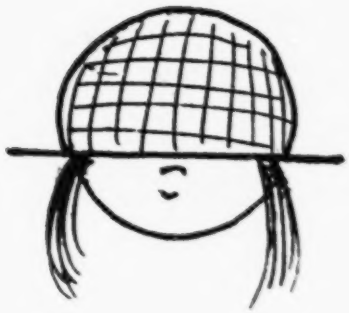
May play with another child. Treats other child as a doll.

Can settle own arguments, especially when adults help.

Less physical fighting, more arguing, name calling.

Groups often leave out other children who wish to join in.

Daily activities



eating

Likes to serve self.

Usually can eat a complete meal without help.

Learns to set the table.

Wants to choose the menu.

sleeping

Nap time is unpopular, but still needs rest.

May resist going to bed for nap or at night.

Will sleep all night without a trip to the bathroom.

Dreams may wake child up, but he or she can usually calm self by talking about them to adult.

toilet training

Wants to be independent and may want privacy.

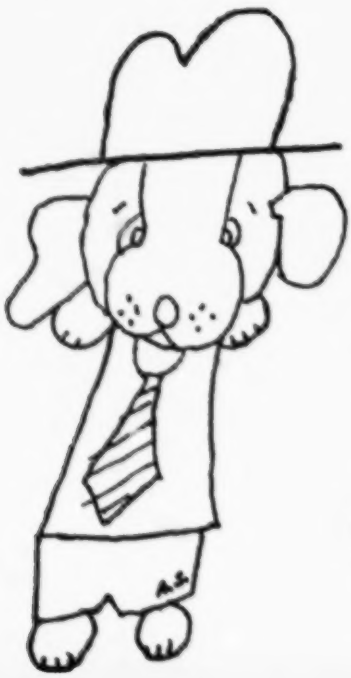
Does not need help with clothing.

dressing

Can dress and undress by self.

Can tell front from back of shirts, pants, socks.

Can lace shoes, but not tie them.



Body Skills
control of body

Can walk on tiptoes.

Walks up and down stairs, no support.

Can stand on one foot briefly.

Can jump with both feet.

Runs easily.

Can turn somersaults.

Can ride a tricycle.

control of arms and hands

Can throw a ball overhand.

Can make a tower of eight blocks.

Can use scissors; increasing ability to cut along lines.

Four and five year olds

Games-Dramatic games are more orderly, less fantastic; tries to copy reality.

More complicated dramatic games; can coordinate and adjust roles, interacting with others.

In group play, children try to make simple rules as they go along-when jumping down steps, whoever loses balance loses the game.

More able to follow the basic rules in formal games. Does not understand the finer points.

Relating to others

Begins to cooperate in play-share, take turns, work together on projects.

Very attached to special friends, usually of the same age and sex.

Is more helpful and sympathetic towards others.

More complex dramatic games; can take on roles and interact with others-"Mommy" takes "baby" to the "doctor."

Competes more; may grab, insult others, praise himself. May perform better when competing.

Usual group size is still two but also plays well in larger groups (4-7).

Daily Activities

eating

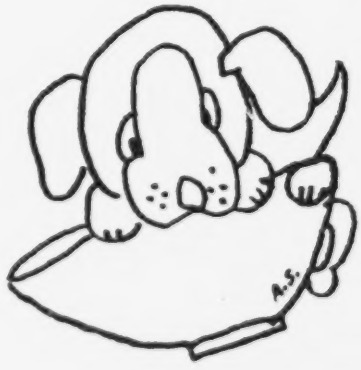
Develops a big appetite.

Can feed self, prefers spoon to fork.

Very talkative during meals.

Likes the same foods as brothers, sisters, and parents.

Prefers simple foods.



sleeping

Dislikes taking naps even though they are still necessary.

Often tries to delay going to bed at night.

May need to wake at night to take self to the bathroom or to escape a nightmare.

Dreams are often about animal monsters.

toilet training

Dependable about going to bathroom on own, even at night.

Able to perform entire toilet function by self.

dressing

Can dress self without adult guidance.

Body skills
Control of body

Sense of balance fairly well developed.

Can hop on one foot.

Can skip.

Can make running and standing jumps.

control of arms and hands

Can use arms without moving whole body.

Builds elaborate towers and buildings with blocks.

Can cut along lines.

Activity I

What is a Child Collage

Little Children Are ....

Now that you have completed your collage about little children complete the following sentence.

1. Little children are:

_____

_____

_____

_____

_____

2. Did you find any really dirty children? _____
3. Did you see any children that were crying or looked unhappy? _____
4. Do you think that little children get very dirty, cry or are unhappy? If you think that they do, why don't we see the kinds of behavior in magazines or on TV?

_____

Activity II

Little Children Need Caregivers To ....

There are many things that children learn to do as they grow up. Three things have been listed. How many other things can you think of that little children have to learn to do? Add to the list in the spaces provided.

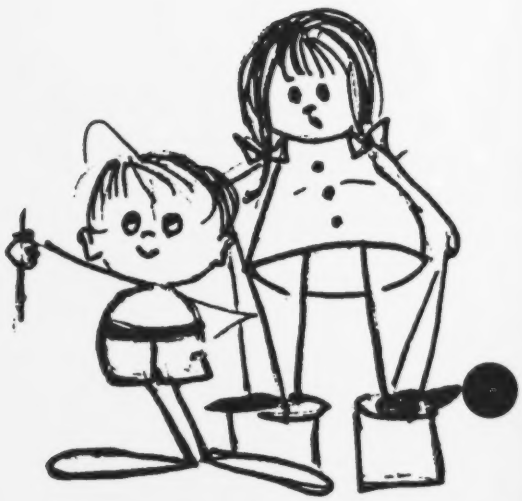
1. dress themselves
2. tie their shoes
3. climb up and down the steps

4.

5.

6.

7.



From the list you have made select one thing that children learn to do. Working with a team member, use the space below to write down the directions you would use to teach a child how to do that skill. (Hint: Repeat the directions to your teammate before you write them down.) Ten steps have been listed. If it takes less than 10 steps to teach your skill, this is okay. If it takes more, add as many additional steps as you need.

Skill Directions

1. Skill chosen

2. Directions to be given to the child to help them learn the skill

Step 1.

Step 2.

Step 3.

Step 4.

Step 5.

Step 6.

Step 7.

Step 8.

Step 9.

Step 10.

Now that you and the others in your group have listed other things that children learn to do and have tried writing instructions or teaching the skill to another, answer the following questions:

Discussion questions for Activity II

1. Was it easy or hard to write the directions for the skill you picked?

2. Was it easy for your teammate to follow your directions?

3. Who are some of the people who help a young child to learn?

4. What does a child need to help him/her learn to do certain things?

5. What are some of the things you can do to support little childrens learning?

Activity III

Planning An Activity

With the leader, read the information on pages 37 - 40. With this information and the information you have gotten from Activity II, plan an activity for one child or a group of children. Use the Activity Planning Sheet below.

Activity Planning Sheet

DATE _____

THE ACTIVITY: (Decide what you plan to do.)

_____

_____

PURPOSE: (What children learn.)

_____

_____

MATERIALS NEEDED: (What equipment will you need for yourself or the children: books, paints, etc.)

_____

_____

CHILDREN: (How many children will you work with? What ages will they be?)

_____

_____

WHAT SAFETY PRECAUTIONS WILL YOU HAVE TO TAKE?

_____

_____

Unit III

Journal Entry

1. During this session I learned that little children need ...

2. As a caregiver, I can help little children by ...

3. The role I think I would like to take when working with children is ...

CARING FOR YOUNG CHILDREN

TEEN NOTEBOOK

Unit IV

Discipline and Young Children

Discipline and Young Children

Guidelines for Teen Caregivers

All people who care for young children at some time or other will find that the child is not behaving in an acceptable way and that some form of discipline or punishment is called for. In order to discipline or punish a child it is very important that we have a clear understanding about what we mean by discipline and punishment.

We discipline children to teach them how to behave in an agreeable way. Parents, teachers, and other caregivers want young children to learn to get along with their families and friends. We want to help young children learn to control their own behavior so that they behave because they want to do what's right and not because they are afraid of being punished.

**DISCIPLINE IS NOT PUNISHMENT**

Punishment is what a caregiver or parent does to stop a child from doing something you don't want him to do. Punishment is usually unpleasant or painful. There are four kinds of punishment:

physical punishment - When a child gets a spanking or paddling.

verbal punishment - When a child is shamed, or made to feel guilty about something they have done using cruel words. "You're bad and I don't love you anymore."

withholding rewards - "You can't play in the yard if you don't put away your toys."

penalties - "You wrote on the walls, now you must scrub them clean."

Physical and verbal abuse are not always good ways to get young children to behave. Because these forms of punishment are unpleasant for the child they may cause a child to become resentful. They shame and humiliate the child and prevent him from developing a positive self-concept. The aims of our work with children is to see that they do feel good about themselves, so you should never spank, paddle, or use abusive language when caring for children.

In your work as a caregiver we hope that you will make every effort to help children to grow and learn. Of course there will be times when a child may misbehave, or be cross, and disagreeable. To help you work with these children we have developed some ways for you to help them without making them feel bad about themselves or you. To do this you need to understand that good discipline is more than laying down the law. You must let children know that you like and respect them. Children must know that you care enough about them to provide, good clear rules for their protection.

When children misbehave your aim should be to try to understand why the child is behaving in a certain way. This will help you to come up with a good way to get the child to settle down. For example, a child who hits the other children in the group may be seeking attention or does not understand that he is hurting others. We need to explain to him that <u>we like him</u>, <u>and want him to stay with the group</u>, but we <u>will not allow him to hurt other children</u> by hitting them, but that he can help us and the children by passing out the crayons.

What we have done is reassured him - "We like you and want you to stay with the group."

Given guidance - "We are not going to let you hurt other children."

Redirected to another activity - "Help me pass out the crayons."

Remember caregivers are acting as role models for the children they care for. Children will copy your behavior, and because they imitate you, you and other caregivers have a powerful influence on their behavior. For this reason you must be sure the behavior they see in you is what you are trying to help them learn for themselves.

Activity I

After discussing discipline and punishment with your leader and the other teens in your group, work on the following questions.

Discussion Questions:

1. Kinds of Misbehavior:

(What are some of the things that children do that you or others might think of as misbehavior?)

_____

_____

_____

_____

_____

2. Reasons Why Children Misbehave:

(Try to think of yourself as a three- or four-year-old. What are some of the reasons you might misbehave?)

_____

_____

_____

_____

_____

3. Role of Caregivers in Helping Children Gain Self Control:

(What are some of the things you can do as a caregiver to help children learn self control?)

Activity II

Film Viewing: "Broken Eggs"

In this film you will see a teen caregiver, Cal, working with a group of young children. The activity that she planned does not go too well. As you view the film, try to imagine yourself in this situation and what you would have done. The questions below will help you to look for certain things in the film. This film will give you another chance to practice the observation skill you learned in Unit III. After viewing the film you should discuss and answer the following questions with the other teens in your group.

1. What did the children do that upset the caregiver?

2. Why did you think the children did what they did?

3. Do you consider the children's behavior "bad"? Why?

4. How would you have handled this situation if you were Cal?

5. What could be done to avoid this situation?

Activity III

Case Studies

Those of us who work with young children have learned that there are many ways of helping a child in a situation. Each caregiver has a different manner or method for helping children when they get into difficulty. The one thing to remember is that you are there to help children learn, to show them you care about them, and to respect them. Listed below are three case studies. In each, a child does something that might be considered misbehavior. Read each one and think about what you would do and say if this happened to you. Remember there may be more than one way to solve the problem. You will be working on the case studies in teams and sharing your solutions with the entire group.

If time permits, you might want to share a situation that happened to you or that you observed at your work site. See how the members of your group would have handled your situation if it had happened to them.

1. SNACK TIME

It is snack time at the Center and the children are moving toward their seats. A little girl, Mary Lou, gets to the table first. She reaches for the pitcher of milk saying; "I'll pour the milk." Just as she tries to lift it up, she spills most of the milk all over the table.

What do you do?

Why?

2. THE RED FIRE ENGINE

When four-year-old Tommy came into the child care center, one of the caregivers gave him a little red fire engine. As she gives him the fire engine she says: "Tommy, here is that fire engine you wanted to play with all week." At the end of the day you notice Tommy putting the fire engine in his coat pocket.

Is he a thief?

How would you handle the situation?

3. BLOCKS

Two boys are playing in the block corner. They are building a city with a tall tower. Sally comes over and asks if she can play too. The boys tell her, "no girls allowed." She begins to cry and tells Debbie, a teen caregiver. Debbie tells the boys they are being naughty and must let Sally play or she will take the blocks away from them.

Can you think of another way to handle this situation?

When you have completed your discussion of the case studies turn to page 58 and complete the journal entry.

Journal Entry

Discipline

From this section I learned that discipline is

Children misbehave because

The things that children do that I consider misbehavior are

The best way for me to help children learn self-control when they misbehave is to

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you saw or heard. (How do they play? What do they play with? Who do they play with? What do they talk about?)

_____

_____

_____

_____

_____

_____

Additional reactions after observing:

_____

_____

_____

_____

_____

_____

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you saw or heard. (How do they play? What do they play with? Who do they play with? What do they talk about?)

_____

_____

_____

_____

_____

_____

Additional reactions after observing:

_____

_____

_____

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_____

Observation Form

Date _____

Observer's Name _____

Child or children observed (names) _____ Time ____

Facts observed. List the things you saw or heard. (How do they play? What do they play with? Who do they play with? What do they talk about?)

_____

_____

_____

_____

_____

_____

Additional reactions after observing:

_____

_____

_____

_____

_____

_____

CARING FOR YOUNG CHILDREN

TEEN NOTEBOOK

Unit V

Planning for Young Children

## Unit V

## Planning for Young Children

In the first workshop you and your group began planning and thinking about things you could do with young children. In the second workshop, you learned to observe the children in their world so that you would be better able to support them in all the learning they need to do. In the third workshop, you began talking about the needs of children, what they can do for themselves, and what things caregivers help them learn to do. The fourth workshop was about discipline. You learned that children need rules so that they can become self-disciplined and how you could help them learn the rules. During these four workshops you have gained a lot of information about children from films and activities, and you planned activities that you could do with children at the child care center. In this last workshop, Planning for Young Children, you will put all the information you have acquired together to come up with more effective ways of working with and planning for children.

Now you will begin to plan and work with children considering their age, weight, height, and intellectual abilities. With the information you have gained in previous workshops, you should be aware that little children are constantly learning and growing. How you can help that growth? In Unit III you were given precise information on three-, four- and five-year-olds. Use it as a guide to help you think about planning for young children. As you use this information, remember that children grow and develop at different rates. No two children are alike. In planning for and working with children, it is good to observe the children you are working with to learn about the things they like to do.

After this session, you will be going out to work on your own. You will have an adult supervisor who can give you assistance when you need it. Don't be afraid to ask for help. You are not expected to know how to do everything all at once. You will need practice and experience to become a good caregiver.

One of the things that will be helpful as you go out on your own is to remember to plan your activities for the children in your group in advance. The more prepared you are, the better time you will have with the children.

Activity I

Film Viewing: "Half a Year Apart"

In this film you are going to watch two children six months apart in age playing in water. The little girl is Rachel and she is two-years-old. The little boy is Josh and he is two and a half years old. As you watch the film notice how the two children play. Rachel uses her senses as she plays in the water, blows bubbles, hums, splashes. Josh explores using the objects and figures out how things work.

Observation Form

Name of Activity _____

Age of Child _____

Name of Child _____

1. What toys does the child play with.

_____

_____

_____

2. How does the child play with the toys?

_____

_____

_____

3. While playing, what do you think each child is learning?

Activity II - Part I

Observing and Planning for Children

You have had several opportunities to observe young children. You have seen them in films and you have worked with them and observed them in play and work situations. At this point you should have completed two or three observation forms for one child that you have been working with in your work site. For this activity you will take all the information that you have about this child and put it onto the Observation Form on this page. Be sure that you use factual behavior to complete your form. Inferences, value judgments, and feelings should not be included on this Observation Form.

Observation Form

Name of Child _____

Age of Child _____

1. What games can the child play?

_____

_____

_____

_____

_____

2. What toys have you seen him/her play with?

_____

_____

_____

_____

3. Which children does the child play with?

4. How does the child move his/her body?

5. How does the child move his/her arms and hands?

Activity II - Part II

In working with the children at the work site you may have noticed that most of their activities are some form of play. Play helps them learn, grow, and develop. There are five kinds of play that children need to help them grow, learn, and develop.

1. Physical Play

Pushing, pulling, running, jumping and throwing. These activities help to develop a child's muscles and coordination. When they are engaged in this kind of play be sure to watch them carefully because these activities need space to be safe. Be sure to check indoor and outdoor spaces to see that they are free of things that might cause accidents. Use the checklist on pages 6 & 7 to help with this.

2. Creative Play

Play that gives children a chance to use their imagination and make something any way they wish. Crayons, clay, blocks, paint, and paper all are part of creative play.

3. Imaginative Play

Playing make-believe. Children have to pretend. This play helps them sort out the world around them and can let us know what they are thinking. Dress up, the play store, and the housekeeping corner are places at the work site where a child can be anything - a mother, animal, fire fighter, or baby.

4. Social Play

When little children play together. At first they may need help. But as they get older they can usually play on their own with another friend. You can help social play by finding things that two children can do together: using the toy telephone, playing with two puppets, going on a treasure hunt outside or inside the work site.

5. Mental Play

Play that helps a child to learn about the world. Children learn first by touching, feeling, and tasting. Then they go on to learning words, numbers, and asking questions. Books, rhymes, and riddles help a child learn.

Activity II - Part II

Planning for Young Children

All types of play allow children to use their imaginations, express ideas, try out new roles, and develop physical coordination. In creating and planning activities for children it will be helpful if you remember the following four things:

1. Observe the children. Look at what interests them and what they want to try out.
2. Be sure to provide the right materials, enough materials, and clear directions to help them get started.
3. Plain ordinary materials are useful. Old boxes, leaves, paper cups, and colored yarn can be used to make and construct things.
4. The activity must fit the age of the child. If it is too hard, the children will become frustrated and not complete the activity. If it is too easy, they will finish quickly and want to move on to something else, perhaps before you are ready.

Because you are working in a child care center that has a variety of toys, games, and equipment, you should be sure to be familiar with these things as you plan your activity.

With your teammate, plan an activity using the Activity Sheet on page 70. After you have planned the activity, try it out on others in your group to see how it works. Remember to first ask permission to do your activity from the work site center director or staff before you begin working with the children.

Activity Planning Sheet

DATE _____

THE ACTIVITY: (Decide what you plan to do.)

PURPOSE OF THE ACTIVITY: (Why are you doing this activity?)

MATERIALS NEEDED: (What equipment will you need for yourself or the children: books, paints, etc.)

CHILDREN: (How many children will you work with? What ages will they be?)

HEALTH AND SAFETY: (What precautions will you need to take to keep children safe?)

Unit V

Journal Entry

1. What information about child growth and development have you learned in this workshop?

2. How does the growth and development of a child affect the activities that he or she is able to do?

3. What do you need to remember about children when you are planning for them?

4. My personal feeling about working with little children is:

Cooperative Extension, the New York State College of Human Ecology, and the New York State College of Agriculture and Life Sciences, at Cornell University, Ithaca, N.Y., and the U.S. Department of Agriculture, cooperating. In furtherance of Acts of Congress May 8, June 30, 1914, and providing equal opportunities in employment and programs. Lucinda A Noble, Director.